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ABSTRACT

Designed to assist elementary school teachers, these materials present a series of lessons about the United States Constitution. Ten lesson plans and appropriate work sheets are included for grades K-3. The topics covered include the age of the Constitution, a constitutional convention, elected representatives, majority rule, voting, law making, and the U.S. Constitution today. Six activity worksheets and additional suggestions for using the 10 lessons are provided. Seven lesson plans and appropriate work sheets are included for grades 4-6. The grades 4-6 lessons cover the topics of constitutional law; a government plan; the Constitution in daily lives; Article IV, Amendment X, and Amendment XIV; the people, places and things of the constitutional era; and constitutional ratification. The set of lessons also includes a bingo game, six activity sheets, and additional suggestions for using the lessons. Background information for teachers on the creation of the Constitution also is included. (DB)

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ED 352275

About Our Constitution

1787 – 1987

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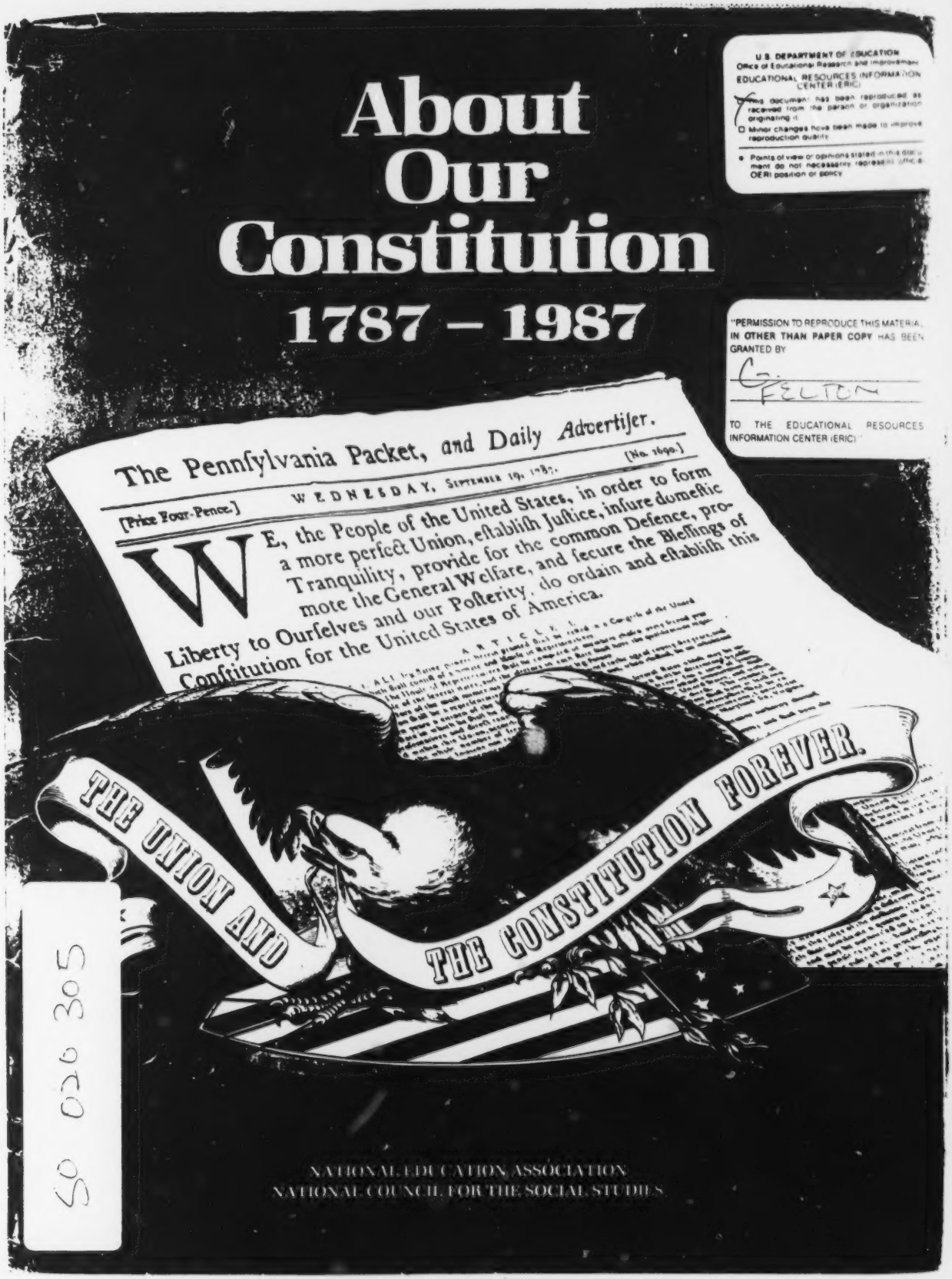
The Pennsylvania Packet, and Daily Advertiser.
[Price Four-Pence.] WEDNESDAY, SEPTEMBER 19, 1787. [No. 1690.]
WE, the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the General Welfare, and secure the Blessings of Liberty to Ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
ARTICLE I.
THE UNION AND
THE CONSTITUTION FOREVER.

SO 026 305

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GRADES K-3 Note To Teachers

This kit is designed to provide teachers of kindergarten through Grade 3 ideas to use in celebration of the Bicentennial of the U.S. Constitution, September 17, 1987. The suggestions primarily focus on the concepts and provisions of the Constitution although there are also some sections related to the history of the period. It is recognized that such concepts are taught in all classrooms; these suggestions provide ways to relate them to the Constitution.

These classroom ideas provide 10 activities twenty to thirty minutes in length that can be initiated at the start of the school year in preparation for the anniversary of the Constitution on September 17 and continue as a unit. At the end of the lessons you will find suggestions for adapting the activities to allow for different age and ability levels.

GRADES 4-6 Note To Teachers

This kit is designed to provide teachers of Grades 4-6 ideas to use in celebration of the Bicentennial of the U.S. Constitution, September 17, 1987. The suggestions primarily focus on the concepts and provisions of the Constitution although there are also some sections related to the history of the period. It is recognized that the concepts are taught in all classrooms; these suggestions provide ways to relate them to the Constitution.

These classroom ideas provide seven activities that can be initiated at the start of the school year in preparation for the anniversary of the Constitution on September 17 and continue as a unit. At the end of the lessons you will find suggestions for ways to adapt the activities to allow for different age and ability levels.

ABOUT OUR CONSTITUTION

1987 is a special year for the United States as Americans celebrate the Bicentennial of the United States Constitution. This document, which embodies the principles of our democracy and established a governmental structure to fulfill these principles, has stood the test of time. All Americans are proud of our Constitution.

As our country celebrates the 200th anniversary of the United States Constitution on September 17, 1987, teachers will be using this event to highlight and explain the Constitution to their students and to instill an appreciation of its contents.

There are many classroom materials suitable for students at the secondary level but few are available for elementary schools because the Constitution itself is not usually introduced until grade five. Therefore this packet has been produced to provide teachers in the elementary grades with suggestions for their use in helping their students be participants in this special celebration.

Most of the activities have been designed to introduce the principles of the Constitution, to suggest ways to tie the democratic ideals and values that are already taught in every classroom to the Constitution itself. Some activities have been included dealing with the historical aspects of the period.

It is recognized that the beginning of the school year is a busy time for all teachers and that the students do not yet have the skills and capabilities they will have later in the year. Therefore, these suggestions are designed so that you can use some activities easily and with little preparation by September 17 and save others for follow-up and reinforcement during the year.

The basic teaching strategies utilized in the activities are common to every classroom and are adapted to Constitutional concepts. You are the best judge of what will work with your students and should use your expertise to refine these suggestions for your classroom.

The materials have been prepared in camera-ready copy so that you may reproduce them easily for use throughout your school.

We hope you will find this material helpful and will find ways to use it in years to come as well as in 1987.

Mary H. Futrell
Mary Hatwood Futrell, President
National Education Association

Jan L. Tucker
Jan L. Tucker, President
National Council for the Social Studies

1: HOW OLD IS 200?

Main Concepts

- A Bicentennial is 200 years.
- 1987 is the Bicentennial of the Constitution of the United States.

Materials

- Two hundred of some item such as pennies, buttons, peanuts or anything that children can handle to see "how much" two hundred is.

Strategy

Step 1—

Ask the children, "Who is having a birthday this month? How old will you be? If all our ages were added together we might be able to put 200 candles on our class birthday cake."

Step 2—

Put the two hundred pennies on a table. Discuss how much two hundred is by having children count; group the pennies by tens or put the pennies in a bag and feel the weight.

Step 3—

Tell the children that two hundred years ago people who lived in the United States needed new rules for their government. These rules for our government became the Constitution. The Constitution tells who will be in charge and how they must make our laws. The Constitution written in 1787 has stood the test of time. As our society's needs have changed, the Constitution has grown with additions (amendments) and new interpretations. Have the children say/write the word Constitution.

Step 4—

The Constitution is 200 years old. Tell the children that a 200th birthday is called a Bicentennial. No living person has a Bicentennial. Have the children say/write the word bicentennial.

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2: MAKING RULES AND MEETING IN GROUPS

Main Concepts

- Rules help people work together.
- Rules need to be clearly stated, fair and enforceable.

Materials

- None needed.

Strategy

Explain to the children that they will be meeting in groups or "conventions" to plan how the class will celebrate the 200th birthday of the United States Constitution. Tell the children that they need to make class rules to help them work in a group. Ask the children to suggest rules; write them on the chalkboard. Help them think of ideas by asking any of the following questions:

- how many people can talk at the same time?
- can we talk in voices that we use on the playground?
- how do we all get a turn to speak at the convention?
- how can we talk in a group and be fair to everyone?

Help the class set a few basic rules and leave them posted. Once the class agrees on the rules for working together they will use these rules in the next activity.

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3: WE THE PEOPLE PROPOSE A CONSTITUTIONAL CELEBRATION

Main Concepts

- Under the Constitution the people elect representatives to speak for them.
- In a democracy all ideas are considered in making decisions.

Materials

- None needed.

Strategy

Step 1—

Have the children brainstorm ways that the class might celebrate the 200th birthday of the Constitution. All of their suggestions must be things the class can actually do.

Make a list on the board. (Ideas: a birthday cake; a wall or door poster; a bulletin board display; a birthday card; a slogan; stickers; an assembly; a song; a field trip; a speaker.)

Step 2—

Divide the class in half. Tell the children that each group will choose two ideas from the list to present to the class. Help each group choose its favorite ideas for a celebration and select one person to present its ideas to the rest of the class. (Option for Grades K-1: The teacher may wish to designate the spokesperson and have the group choose only its ideas.) Once each group has completed their decisions they will be using them in the next activity.

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4: WE THE PEOPLE DECIDE ON A CONSTITUTIONAL CELEBRATION

Main Concepts

- In a democracy decisions are made by majority rule.
- Voting is used to know the majority choice.

Materials

- None needed.

Strategy

Step 1—

In this lesson children will be voting on the Constitutional celebration ideas. Tell them to vote for the idea they like the best. Make sure the children understand they don't have to vote for their group's idea.

Step 2—

Have each group's representative tell the class about that group's two ideas. Write these on the board.

Step 3—

Explain that the idea that gets the most votes is the winner by majority rule. Review the suggestions before the children vote by a show of hands.

Step 4—

Have a bar graph on the board using different colors for each of the four choices. To demonstrate majority rule have the children vote for their choice, count the votes and color the bar graph on the board. (Option for Grades K-1: Have colored paper squares cut out to fit the bar graph. As each vote is counted, attach a square to the bar graph with tape.)

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5: CELEBRATING THE BICENTENNIAL OF THE CONSTITUTION

Main Concepts

- Culminating and summarizing activity for Activities 1-4.

Materials

- Whatever is needed for your class celebration.

Strategy

Review the Constitutional concepts and citizenship skills that the children have experienced in Activities 1-4. In the previous four activities the children have had an opportunity to speak their minds, vote their choices, compromise and take part in their society. Now the children should see that this process leads to carrying out a decision. Discuss how democratic actions helped them reach their decision fairly and conduct the celebration activity.

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6: MAKING LAWS

Main Concepts

- Laws "establish justice" and "insure domestic tranquility."
- Laws must be fair, clearly stated and enforceable.

Materials

- "Making Laws" worksheet (class set) — Activity Worksheet A.

Strategy

Step 1—

Give each student a copy of the worksheet and allow a few minutes for them to look at the picture. For older children, ask them to write three things in the picture that need to be corrected. Younger children may say these things in a class discussion.

Step 2—

Ask the class, "Can a law solve these problems?" Explain that a law should be fair to everyone, it should be easy to understand and it should tell you what will happen if you break the law. Ask the children to suggest laws that would be good for the community in the picture. Write their suggestions on the board.

Step 3—

Review each suggested "law" by asking the children if they think it is fair (why or why not?), if it is easy to understand and if it is enforceable. Explain that this is what our legislators do.

Step 4—

Tell the children to pretend they are legislators and have them vote on the best laws from the suggestions. (See Activity 4 for procedure for voting.)

Optional Activity — Rewrite the suggestions they didn't like.

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7: VOTING IS USED TO MAKE CHOICES

Main Concepts

- Voting is a Constitutional right and responsibility.
- Voting is a fair way to make choices.

Materials

- Class set of voting cards/hands. Can be reproduced from the sample in this kit or children can make their own — Activity Worksheet B.
- Bulletin board or pegboard.
- Pictograph bar graph (optional) — Activity Worksheet C.

Strategy

Step 1—

Begin by asking questions such as, "If your mother says you can have an apple or raisins for a snack, how do you decide? If your teacher says you can decide to have outdoor or indoor recess, how do you decide?" Ask the children what is different about these two decisions (the first affects only the child himself, the second affects other people as well). Discuss voting and making choices and how real-life voting affects many people. Voting may be done many ways—for example, by hand, voice or ballot.

Step 2—

Give each child a "voting hand" or have them make their own and cut them out. Put their names on the hands. (If possible, laminate the "hands" as the activity can be continued indefinitely.)

Step 3—

Divide the bulletin board or pegboard into half and label the two sides. The labels may be for any number of choices: types of lunches, milk or no milk, choice of activity for a free period, which story will be read to the class.

Step 4—

Hold votes on a regular basis. Present two choices and post the options on the board. Allow children to hang their "hand" on the side they choose.

Optional Activity — You may want to use this opportunity to learn bar graphing. This can be accomplished by making bar graphs for each vote on paper. Students color the column representing the votes for each option as shown in Activity Worksheet C.

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8: WORDSEARCH

Main Concepts

- Familiarity with Constitutional terms and people, places and items from 1787.

Materials

- "Wordsearch" worksheet (class set) — Activity Worksheet D.

Strategy

Step 1—

Discuss the terms that will be found in the "Wordsearch."

Step 2—

Distribute the worksheet and have students complete it. Review.

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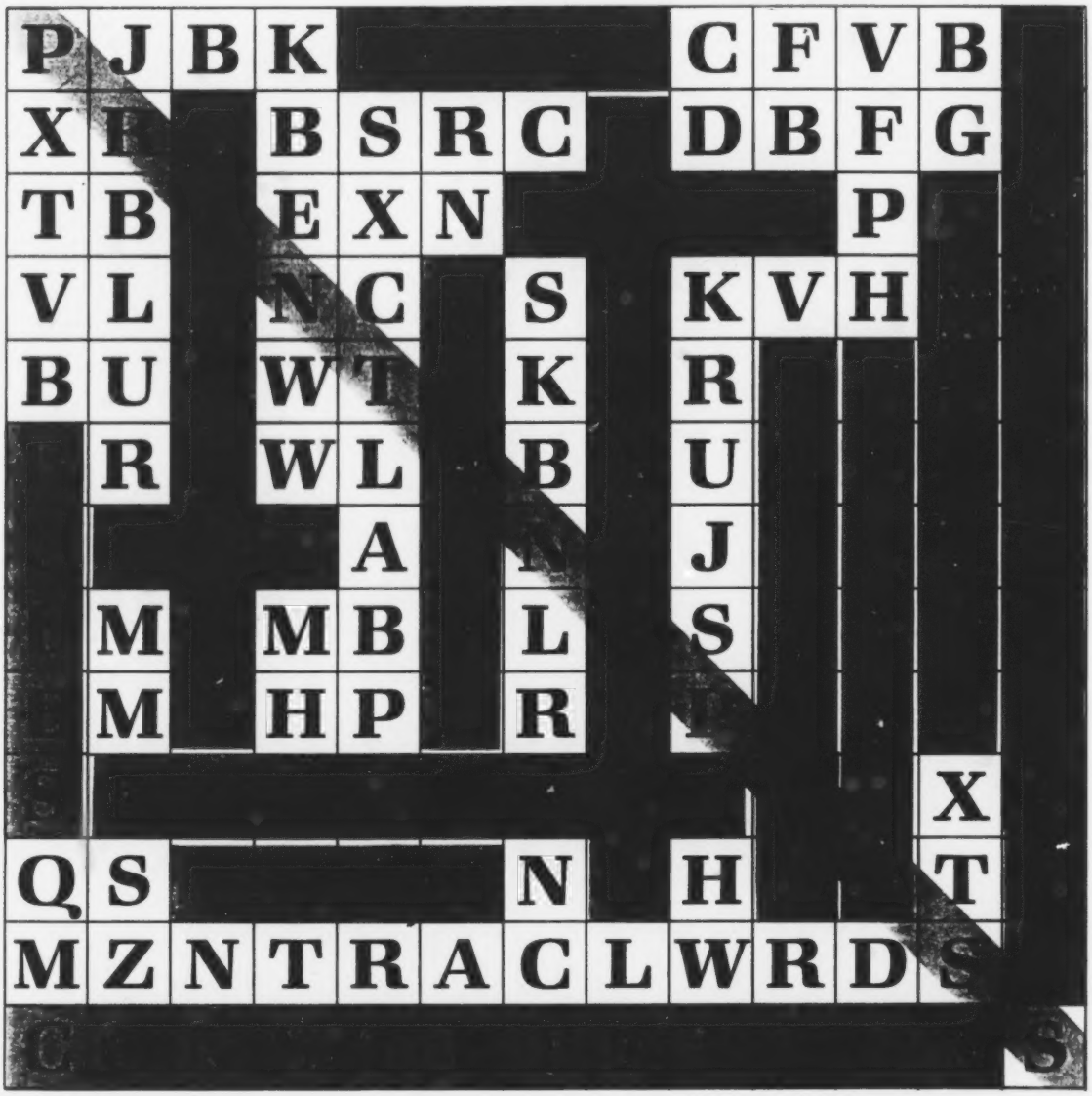
ACTIVITY WORKSHEET D

ANSWER SHEET

WORDSEARCH



- FRANKLIN
- WASHINGTON
- FLAG
- LAW
- CONGRESS
- FREEDOM
- VOTE
- RULES
- CHOICE
- FAIR
- CONSTITUTION
- JUSTICE
- PRINTING PRESS
- FEDERAL
- PHILADELPHIA

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9: MAP OF THE THIRTEEN STATES

Main Concepts

- The Constitutional Convention was held in Philadelphia.
- Twelve states sent convention delegates (Rhode Island did not).

Materials

- "Thirteen States" worksheet (class set) or a transparency of it for teacher demonstration — Activity Worksheet E.

Strategy

Option 1—

Give each child a map worksheet and point out the key symbols. Tell the children to use the symbol marking to shade the twelve states that sent delegates to the Constitutional Convention. Put a star on Philadelphia, the location of the Constitutional Convention. Correctly mark Rhode Island which did not send a delegate. Students can also write the abbreviation for each state on the map.

Option 2—

The teacher may use the transparency and conduct the activity with the full group.

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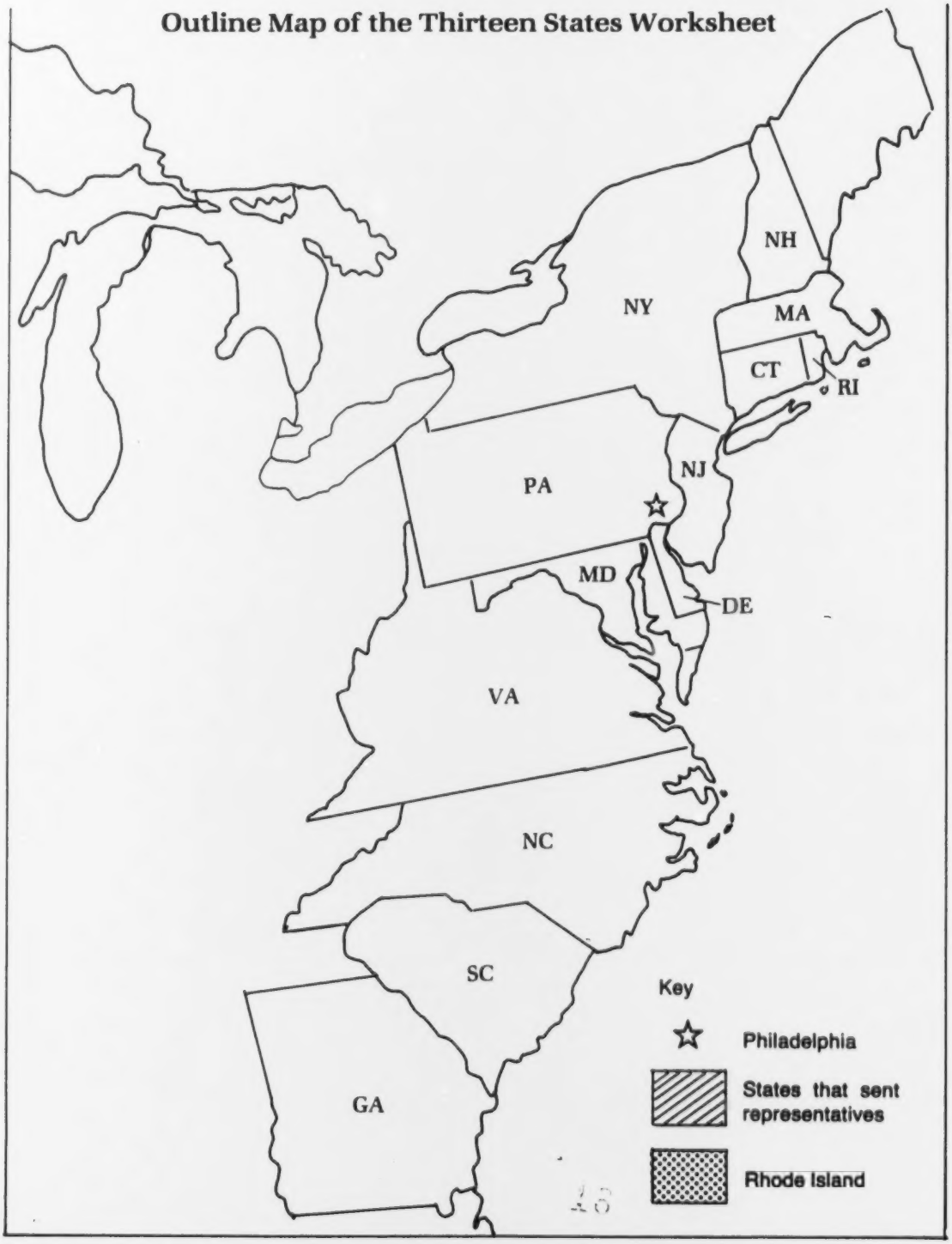
ACTIVITY WORKSHEET E

ANSWER SHEET



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10: THE CONSTITUTION IS IN OUR LIVES TODAY

Main Concepts

- The Constitution is important in our time and influences our lives today.

Materials

- "Vocabulary" worksheet (class set) — Activity Worksheet F.

Strategy

Talk about national laws which all Americans must obey. Examples — people cannot print their own money; letters are mailed with a stamp; there is a speed limit on highways; we use the same ways to weigh and measure things. Use the vocabulary worksheet as a review; children cut out the pictures and paste next to the word.

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AMENDMENTS TO THESE LESSONS

These ideas may be used to adapt or extend the learning of the lessons in *About Our Constitution*. These "amendments" may be used individually, in groups, or as homework assignments.

- Draw a picture of yourself following a rule at school, on a school bus, on the playground or at home.
- Have the children write *We the People* on paper in ink and expose it to sunlight to make it fade. Explain that fading has happened to our Constitution and that is why it is protected today in a sealed case at the National Archives.
- Look at pictures from the Constitutional Convention that show quill pens. Explain how they were used. Cut out a feather "quill" and tape it to a pencil.
- Draw a flag with thirteen stars. Compare today's flag with this one.
- Talk about rules that are for the classroom and those that are for the whole school. Discuss how this compares to state and national laws.
- Use a children's story that illustrates a Constitutional concept such as freedom of speech or religion, civil rights, fairness of laws, trial by jury. Read the story to the class and discuss.
- Write a story, poem, riddle or diary. Pretend to be someone living in 1787.
- Have the class sing songs of the period and discuss the words.
- Make "snowballs" as they were made in 1787 in Williamsburg, VA.

  Recipe: for 30 servings

  Half-gallon of vanilla ice cream

  4 cups of shredded coconut

  medium size can of chocolate syrup

  Use a melon scooper to make balls of ice cream. Roll the balls in the shredded coconut. Put in a freezer to harden. Place a teaspoon of chocolate in a dish and put the snowballs on top. Enjoy!

- Repeat Activities 1-3 with children working in small groups.
- Adapt any suitable activity from the Grades 4-6 section.

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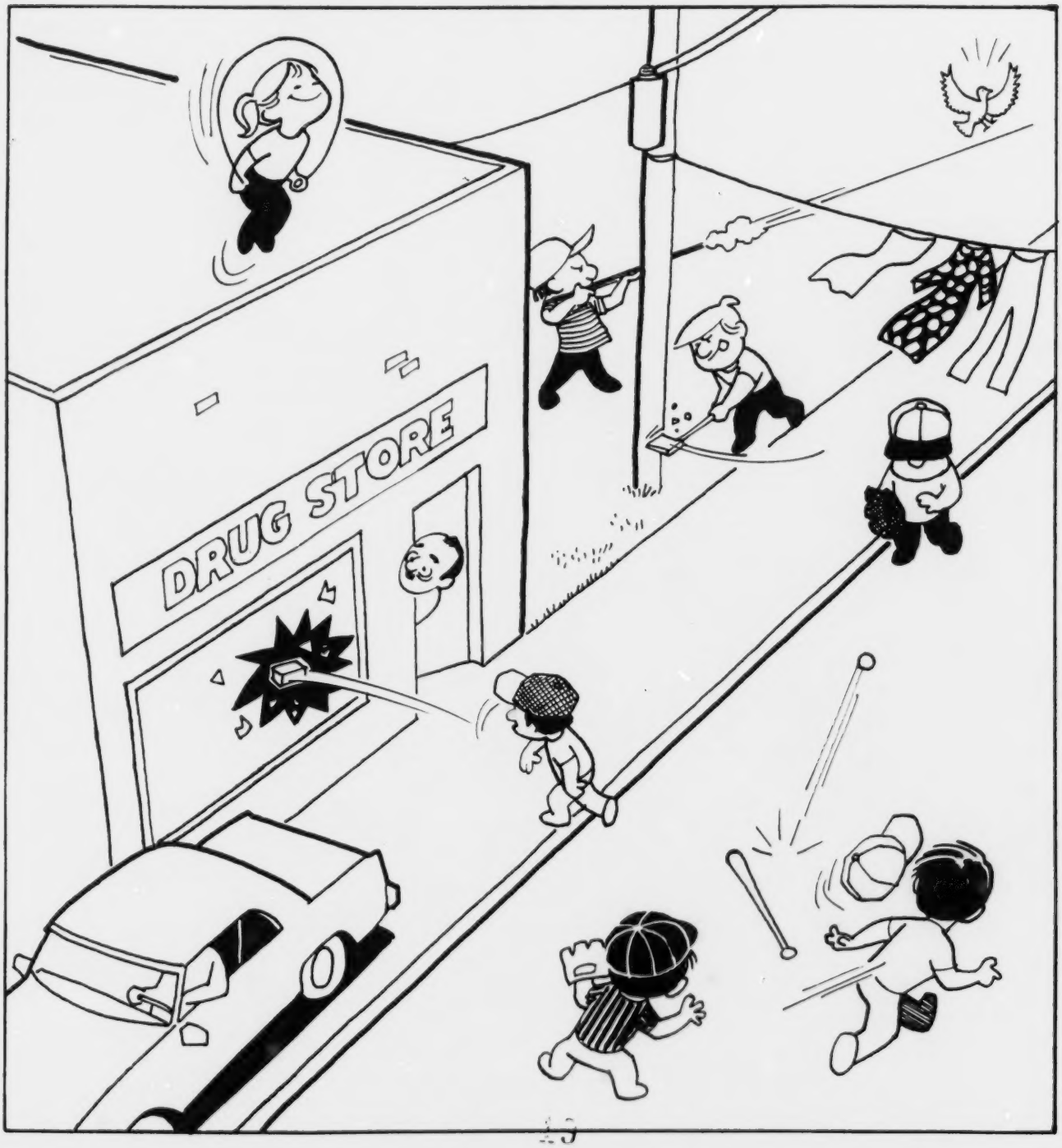
ACTIVITY WORKSHEET A

Name _____

MAKING LAWS WORKSHEET



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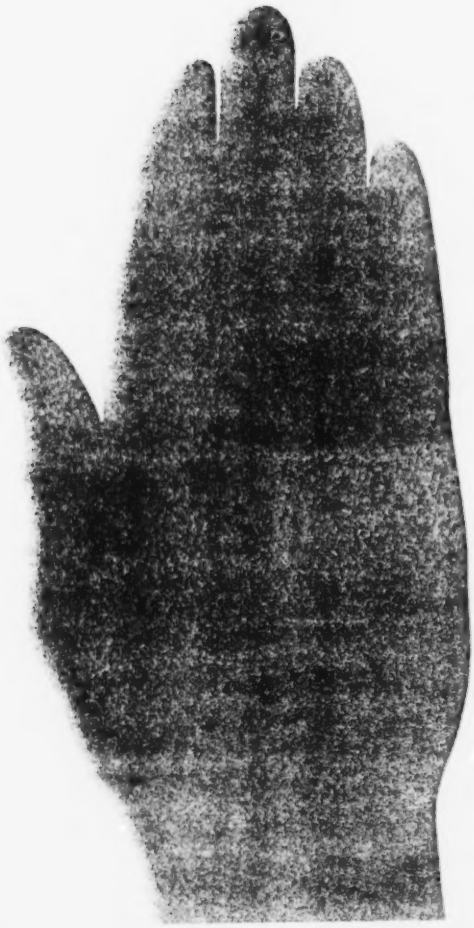
ACTIVITY WORKSHEET B

MY HAND FOR VOTING



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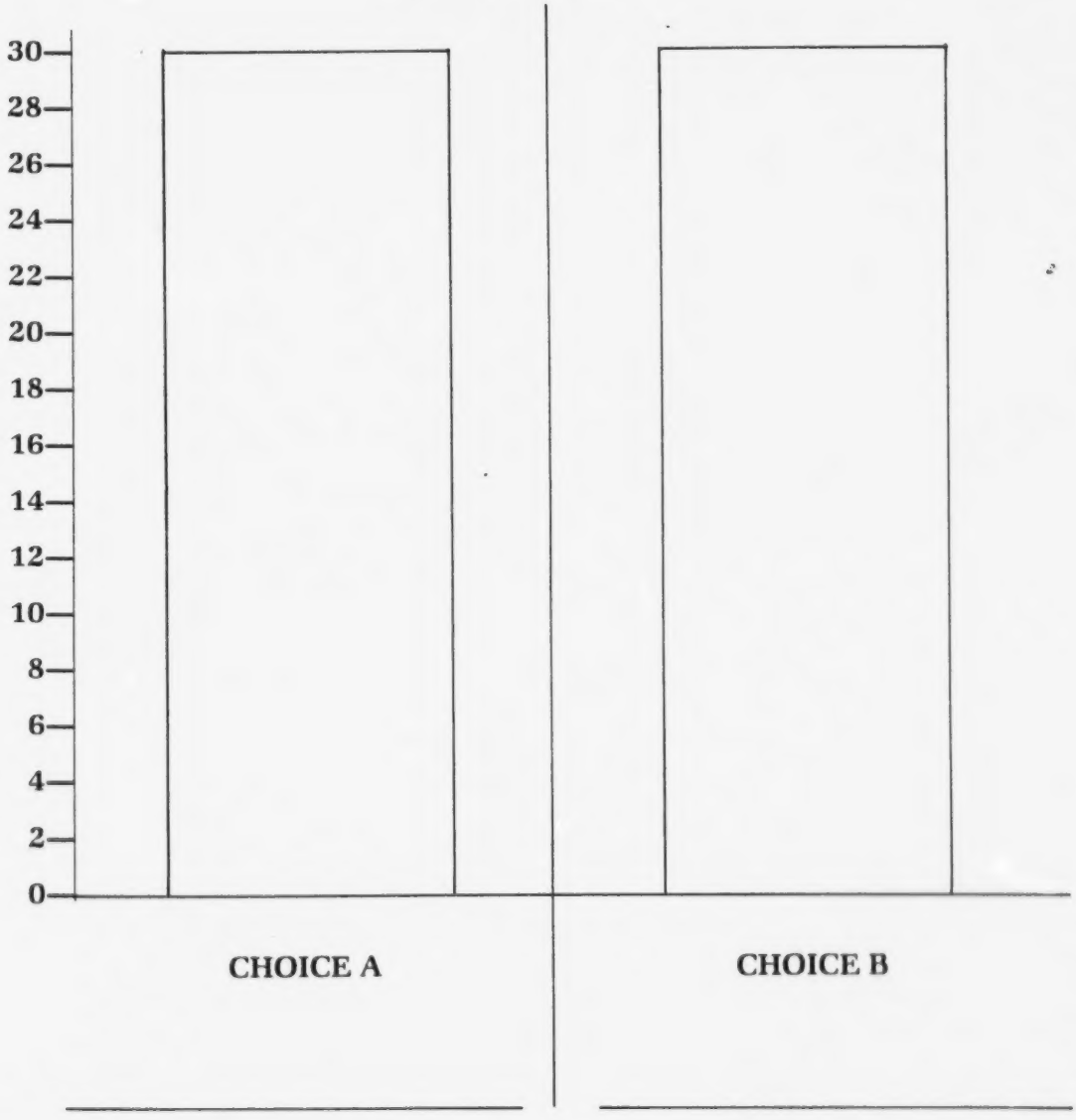
ACTIVITY WORKSHEET C

Name _____

BAR GRAPH



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ACTIVITY WORKSHEET D

Name _____

WORDSEARCH

P	J	B	K	F	A	I	R	C	F	V	B	P
X	R	N	B	S	R	C	W	D	B	F	G	H
T	B	I	E	X	N	G	A	L	F	P	F	I
V	L	L	N	C	E	S	S	K	V	H	E	L
B	U	K	W	T	C	K	H	R	M	J	D	A
R	R	N	W	L	I	B	I	U	O	U	E	D
U	L	A	W	A	O	N	N	J	D	S	R	E
L	M	R	M	B	H	L	G	S	E	T	A	L
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S	S	S	E	R	G	N	O	C	R	C	X	H
Q	S	V	O	T	E	N	N	H	F	E	T	I
M	Z	N	T	R	A	C	L	W	R	D	S	A
C	O	N	S	T	I	T	U	T	I	O	N	S

- FRANKLIN
- WASHINGTON
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- LAW
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- FAIR
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- JUSTICE
- PRINTING PRESS
- FEDERAL
- PHILADELPHIA

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ACTIVITY WORKSHEET E

Name _____

Outline Map of the Thirteen States Worksheet

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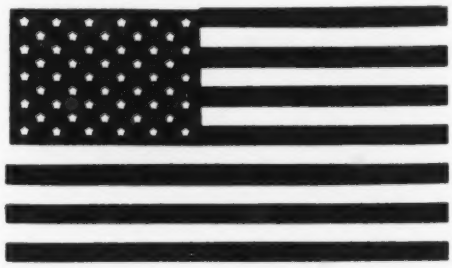
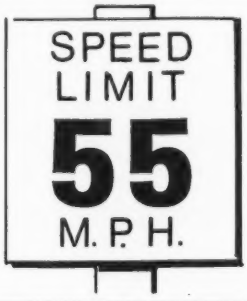
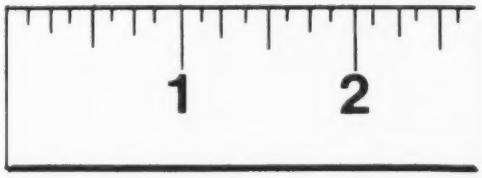
ACTIVITY WORKSHEET F

Name _____

Cut and Paste Vocabulary Worksheet

sign | flag | money | measure

cut and paste in above

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1: A CONSTITUTION OF LAWS

Main Concepts

- Societies need laws to make our lives better and more orderly, and protect the rights of people.
- Laws need to be fair, clearly stated and enforceable.

Materials

- Classroom rules or "Rules We Need" Worksheet (class set) —Activity Worksheet #1.

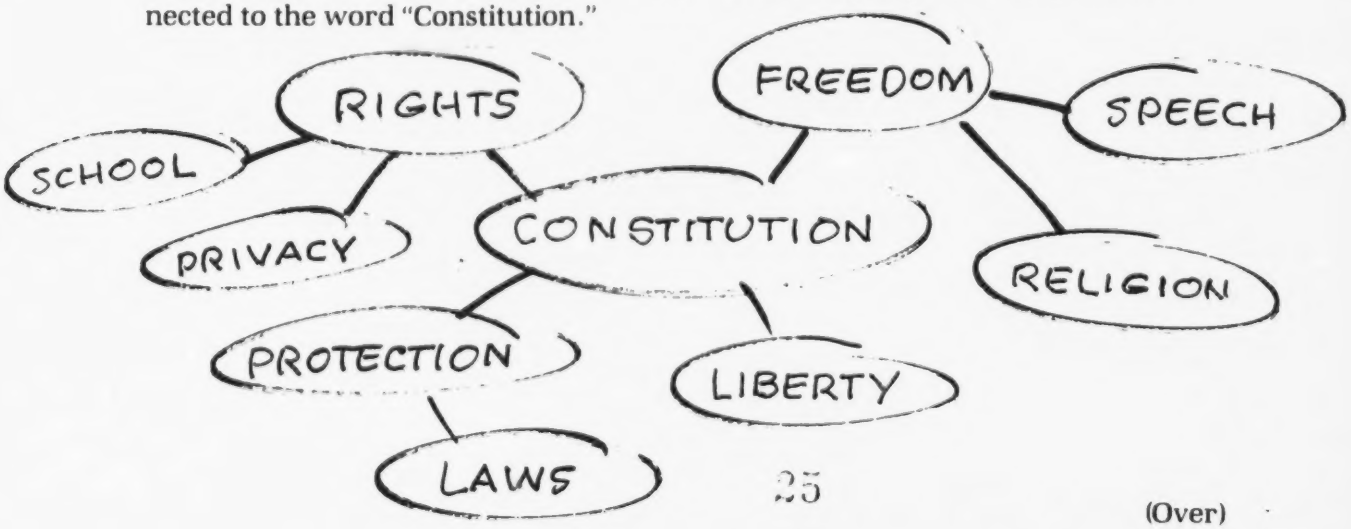
Strategy

The introduction to this lesson is your own set of classroom rules or the worksheet provided in this kit. The class will be reviewing or creating your classroom rules and discussing the importance of rules to keep order in a group, no matter how large or small.

Step 1—

Explain that after the Revolution, the founders of our country saw a need to establish such rules to maintain an orderly and peaceful nation. The result of this became our Constitution.

Do a "Constitution Web" on the chalkboard. This begins with the word "Constitution" written in the center of the board. The students then suggest words they think of related to the Constitution. These words are grouped around and connected to the word "Constitution."



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Explain that the Constitution provides a plan of government to set and enforce rules so that we may enjoy these benefits.

Step 2— IF YOU ARE USING YOUR OWN CLASS RULES . . .

Explain that rules need to be clear, enforceable and fair to everyone. List these criteria on the board. Discuss your class rules in this context.

Step 2— IF YOUR CLASS IS CREATING RULES . . .

Explain that rules need to be clear, enforceable and fair to everyone. List these criteria on the board. Brainstorm seven suggestions for class rules that fit these three criteria and list them on the board.

Students copy these seven suggestions on the "Rules We Need" worksheet.

Before the class votes on the best four rules, lead a class discussion on the pros and cons of each of the seven suggestions. Is it important? Is it practical? Is it clear? Is it enforceable? Is it fair?

Students vote for the four rules they think are the best and record the votes in the tally boxes on the worksheet.

> **Note:** To ensure that the rules are acceptable to you, you may wish to explain the presidential veto and Congressional override and use this as a strategy to refine rules that would not be in keeping with your own style.
>
> **Presidential Veto**
> To become a law, a bill must pass both Houses and be signed by the president. The president may VETO a bill. He returns it with his objections to the House in which it originated.
>
> Congress may OVERRIDE the veto by a two-thirds vote in each House. It is often difficult to obtain the two-thirds vote; only three percent of presidential vetoes have been overridden. A bill can become law even though the president hasn't signed it. This is called a POCKET VETO. If the president does not veto or sign a bill within ten days of receiving it, the bill automatically becomes a law unless Congress has recessed.

Step 3—

As the culmination of this activity review the value of written rules (laws) and that our Constitution is our plan of government which provides the way we make our laws.

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2: FIND IT IN THE CONSTITUTION

Main Concepts

- The Constitution is our plan of government.
- The Constitution provides for three branches of government with distinct roles for each.
- The Constitution is a short document containing a Preamble, seven Articles and twenty-six Amendments.

Materials

- "A Guide to the Constitution" (class set) — Activity Worksheet #2.
- "Find It in the Constitution" worksheet (class set) or transparency of this worksheet — Activity Worksheet #3.
- Reference copy of the Constitution.

Strategy

Read through the sections of the Constitution together from "A Guide to the Constitution."

Complete the "Find It in the Constitution" worksheet or transparency to highlight key aspects of the Constitution.

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3: THE CONSTITUTION IN LIVING COLOR

Main Concepts

- The Constitution is our plan of government. It identifies the areas in which Congress has authority to make laws.
- The laws and the Constitution affect our everyday lives.

Materials

- Magazines, newspapers
- Scissors
- Glue
- Poster boards

Strategy

Step 1—

Introduce Article I, Section 8 which says that the Congress shall have the power to:

- coin money
- fix standards for weights and measures
- establish post offices
- grant copyrights and patents
- regulate commerce with foreign nations
- make all laws which shall be necessary and proper.

Step 2—

Divide the class into groups and assign each group to find pictures of graphic presentations of these powers. Make a collage of all the pictures found. Examples are:

- coins, paper money
- ruler, packaged food item with weight listed
- letter with a stamp, collection of stamps
- book, record, trading cards—anything copyrighted or trademarked
- anything that is imported
- anything not covered above such as speed limit sign.

This may require some discussion, especially regarding copyrights (look at classroom books), patents (look at brand names and products known by brand names), and commerce with foreign nations (imported items).

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4: IN-SCHOOL CONSTITUTION SEARCH

Main Concepts

- The Constitution defines the relationship of states and the federal government in Article IV.
- Amendment X states that powers not given to the federal government or prohibited to the states are reserved to the states or the people.
- Amendment XIV guarantees the right of citizens to equal protection of the laws.

Materials

- "In-School Constitution Search" worksheet (class set) — Activity Worksheet #4.

Strategy

Step 1—

Tell students that they are going on a tour of the school to look for examples of the Constitution in action. Discuss the differences among the Constitution, laws passed by Congress and regulations developed by agencies of the executive branch. Point out the provisions of Article IV, Article X and Amendment XIV of the Constitution.

Step 2—

Give each student a copy of the worksheet and tell the students to bring something with which to write. You will lead a tour of the school area. The following itinerary will assist you. It is suggested to begin the tour at the flagpole. Discuss the three levels of government—federal, state and local—each with law-making capability and a system for implementing and enforcing the laws. Through discussion, help students check which levels of government apply to the things they see. Use the list below as a reference.

In-school Site	Who Is Responsible?
1. Water fountain	Water purity standards are set by the national government which must be carried out by state and local agencies.
2. School kitchen	National Pure Food and Drug regulations, the U.S. Department of Agriculture, federal meat inspection, and fed-

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	eral subsidy programs oversee the food that is prepared in the kitchens. State and local inspectors enforce health and safety standards.
3. School buses	National safety guidelines must be met by the schools. Drivers are licensed by the state and must obey local and state traffic laws.
4. Classroom with students	National laws establish guidelines for racial integration and mainstreaming of handicapped students. The state determines the requirements for graduation and teacher certification. Local school districts staff and run the schools.
5. Gym	National laws require school districts to provide equal opportunity and funding for girls' sports as well as boys'. State and local regulations protect health and safety.
6. Stage in the multi-purpose room	Freedom of speech and assembly is guaranteed by the Constitution.
7. Fire drill location	National fire safety guidelines are enforced by state and local inspectors. Many states require public buildings, such as schools, to have smoke detectors and/or sprinkler systems.

Laws and Regulations

A law is passed by Congress and it either requires or prohibits an action or gives certain rights. Regulations provide specifics as to how the intent of the law can be carried out. The regulations are generally drawn up and enforced by a government agency or by a commission which has been created by the law and reports to the executive branch. For example, Congress has passed laws aimed at protecting the nation's health. Such laws created the Food and Drug Administration. This agency sets regulations to guard against unsanitary conditions in food factories and also to inspect factories to see that the regulations are being followed. Food wrappers and containers tell us where the food has been processed, its ingredients, its nutritional values, and usability dates. This information complies with regulations established by the FDA in order to fulfill the intent of the law passed by Congress to maintain the health of Americans.

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5: GETTING TO KNOW 1787

Main Concepts

- Becoming familiar with well-known people, common places and things from 200 years ago.

Materials

- Reference books.

Strategy

Step 1—

Brainstorm a list of key people, places, tools and inventions at the time of the writing of the Constitution. Keep the list posted.

Step 2—

Assign each student one item or person from the list (or draw choices from a hat). Have each student "take the identity" of the item, place or person; each student will prepare a brief "self-description" by using the reference materials.

Step 3—

In the full group have each student share his/her "self-description" without disclosing the name. The other students will guess the identity from the posted list.

Step 4—

To review, have students try to identify everyone's item from memory. When students are stumped ask the student who stumped them to repeat their topic and information.

Repeat the review to see how many topics can be correctly recalled by one person. This activity can be repeated periodically until the students are familiar with the people, places and items from the period.

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6: YOU WERE THERE

Main Concepts

- Serious debate occurred over issues that had to be resolved for the Constitution to be ratified. Our country's first political parties developed out of the debate over ratification of the Constitution.
- The Constitution was not ratified by the states until a Bill of Rights was added.

Materials

- Debate quotes sheet—duplicate the list and cut it in order to provide each student with a quote. More than one student will receive the same quote — Activity Worksheet #5.
- "Debate" worksheet (class set) — Activity Worksheet #6.

Strategy — A Class Debate

Step 1—

Divide the class into pairs. Give each pair a quote. Working in their pairs students identify whether they are FOR or AGAINST ratification of the new Constitution.

Step 2—

All the FOR students meet as a group and all the AGAINST students meet as a group. Each group:

- listens to all of the viewpoints from the quotes
- develops arguments for the debate using these quotes
- chooses three members to present the arguments of the group in the debate.

Step 3—

Conduct the debate. Flip a coin to see which side speaks first. Alternate the FOR and AGAINST speakers.

Step 4—

At the end of the debate use the "Debate" worksheet to have students vote on ratification and evaluate the debate.

Optional version of the debate—Explain the sentiments of the Federalists and the Anti-Federalists. Identify key leaders in each group. Have students role-play these people during the debate.

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Guidelines for the Debate

A debate requires two segments. The speeches in the first segment are called "Constructive Speeches." The two sides take turns presenting their facts, beginning with a speaker for the affirmative, or pro-Constitution side. These speeches should be limited so that each side has the same amount of time to speak. Then you may or may not open the discussion to allow for questions to both sides for a specific period of time. This is followed by the "Rebuttal Speeches" in which one speaker from each team reiterates their points and argues for their position.

Federalists

The Federalists supported the ratification of the Constitution because they wanted the national government to have more authority than had been possible under the Articles of Confederation. The leaders were Alexander Hamilton, John Jay and James Madison. Together these men wrote *The Federalist Papers* which were a series of essays promoting the ratification of the new Constitution. The Federalists believed it was necessary to have a strong and stable national government even if it meant reducing the powers of the individual states. Federalist supporters were mainly property owners and merchants from New England and the Mid-Atlantic states. They saw themselves as the group best able to lead the new country. They were not in favor of adding a Bill of Rights to the new Constitution because they thought these rights were already guaranteed by the Constitution itself.

Anti-Federalists

The Anti-Federalists opposed the ratification of the new Constitution for two main reasons: they were afraid that a strong national government would swallow up the states and the Constitution did not contain a Bill of Rights protecting the hard-won freedoms of the people. Anti-Federalists were supported by the small farmers, shopkeepers and laborers. They did not want to be taxed or governed by a powerful Congress after fighting a long war against a powerful king and Parliament. Leaders of the Anti-Federalists were Elbridge Gerry, George Mason and George Clinton. Thomas Jefferson and Patrick Henry were prominent Anti-Federalists but did not attend the convention. The fears of many of the Anti-Federalists were resolved by the Bill of Rights and when the Constitution was ratified these former opponents accepted it as the supreme law of the land.

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7: CONSTITUTION BINGO

Main Concepts

- Familiarity with well-known people and places and common items from 200 years ago.

Materials

- "Bingo Game Board" masters—reproduce boards for class and 1 set of items to call.
- Pennies or game chips.

Strategy — Bingo Game

Play the game in typical "bingo" style calling the names and having the students cover those names on their bingo game board with game chips until someone gets five in a row covered.

Option — Team Bingo

Divide the class into the red team, the white team and the blue team. All players have individual game boards and the bingo game is played as usual. When a player gets "Bingo" his/her team earns 20 points. The team can add to its score by answering one of the thirteen Bingo questions; a correct answer by any person on that team earns the team an additional 50 points. A wrong answer allows the other team to try for the 50 bonus points. The first team to reach 200 points wins. (Have the students suggest why the numbers 13, 50 and 200 are used—13 original states, 50 states now, 200th birthday of the Constitution.)

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THIRTEEN BINGO QUESTIONS

1. Who served as the chairman of the Constitutional Convention?
   (*George Washington*)
2. Where was the Constitutional Convention held?
   (*Independence Hall, Philadelphia, Pa.*)
3. According to the Constitution, which branch settles arguments about the laws?
   (*Judicial branch—courts*)
4. What amendment protects the right to free speech?
   (*First*)
5. What are the first ten amendments called?
   (*Bill of Rights*)
6. Which state refused to attend the convention and was the last to ratify it?
   (*Rhode Island*)
7. According to the Constitution, which branch writes the laws?
   (*Legislative, Congress*)
8. How many years are in a bicentennial?
   (*200*)
9. Which branch does the Constitution say is responsible for enforcing the law?
   (*Executive, President*)
10. What was the first plan of government for the United States called?
    (*Articles of Confederation*)
11. What are the two houses of Congress called?
    (*House of Representatives, Senate*)
12. What is the introduction to the Constitution called?
    (*the Preamble*)
13. Who was the oldest of the 55 delegates to the Constitutional Convention?
    (*Benjamin Franklin*)

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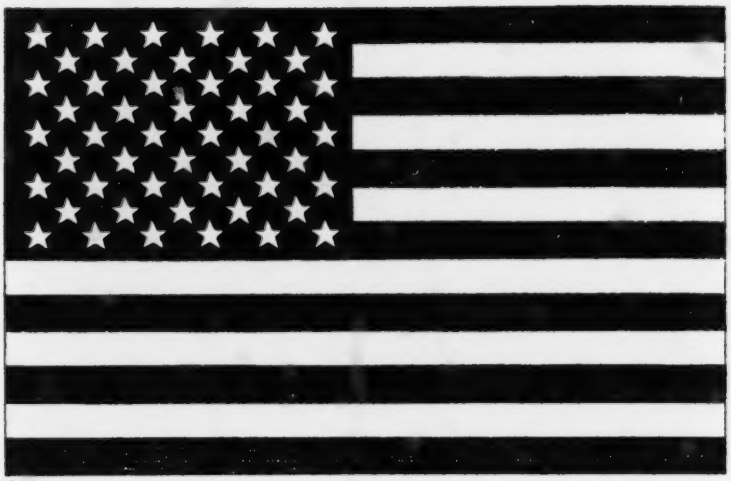

U. S. Congress	Ballot Box	Supreme Court	Scales of Justice	Quill Pen
Gavel	John Jay	George Washington	James Wilson	Articles of Confederation
U.S. Flag 1787	Town Crier	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
E PLURIBUS UNUM Eagle	Map of 13 States	Patrick Henry	Alexander Hamilton	James Madison
Fife & Drum Trio	Wig	Stage Coach	We the People	Federalist Papers

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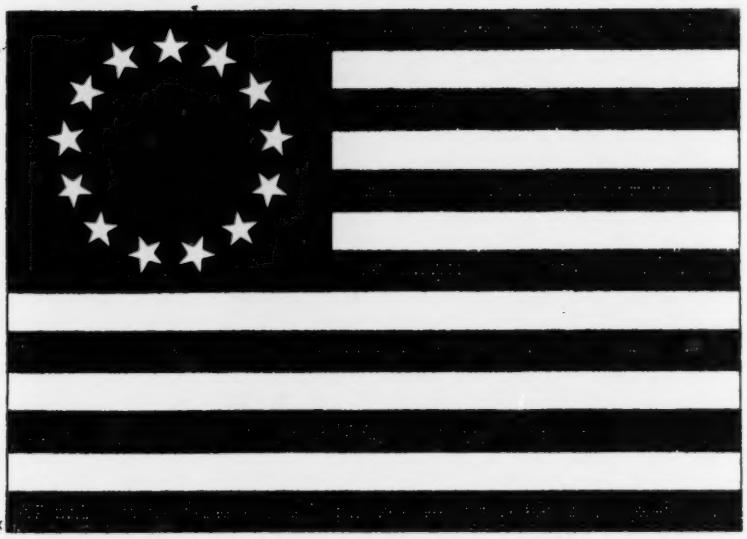

U. S. Congress	Liberty Bell	Scales of Justice	George Mason	Quill Pen
Gavel	John Jay	Gouverneur Morris	James Wilson	Articles of Confederation
U.S. Flag 1787	Town Crier	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
George Clinton	Map of 13 States	Washington's Chair at Independence Hall "Rising Sun"	Alexander Hamilton	Jury
Fife & Drum Trio	Wig	Militiaman	Independence Hall Phila.	Federalist Papers

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U.S. Flag 1787	Fife & Drum Trio	Quill Pen	George Clinton	Patrick Henry
Bill of Rights 1 4 7 2 5 8 3 6 9 10	Supreme Court	Articles of Confederation	Town Crier	Independence Hall Phila.
George Washington	E PLURIBUS UNUM Eagle	**FREE** The Constitution 1787–1987	Liberty Bell	Federalist Papers
Sailboat (square rigger)	James Wilson	George Mason	Elbridge Gerry	James Madison
Militiaman	We the People	Benjamin Franklin	White House	Map of 13 States

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George Mason	Quill Pen	Benjamin Franklin	James Madison	Patrick Henry
U.S. Flag 1787	U. S. Congress	Wig	Map of 13 States	Independence Hall Phila.
Federalists	George Washington	**FREE** The Constitution 1787–1987	Articles of Confederation	Town Crier
Supreme Court	Washington's Chair at Independence Hall "Rising Sun"	John Jay	Fife & Drum Trio	White House
We the People	Federalist Papers	Gavel	Tricornered Hat and Buckle Shoes	George Clinton

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Gouverneur Morris	Map of 13 States	White House	U. S. Congress	George Clinton
George Mason	Benjamin Franklin	John Jay	Sailboat (square rigger)	Federalist Papers
Washington's Chair at Independence Hall "Rising Sun"	Independence Hall Phila.	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
James Madison	Tricornered Hat and Buckle Shoes	Fife & Drum Trio	Wig	Federalists
Ballot Box	E PLURIBUS UNUM Eagle	Articles of Confederation	Town Crier	Gavel

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Liberty Bell	Patrick Henry	Bill of Rights 1 4 7 2 5 8 3 6 9 10	Abigail Adams	John Jay
George Mason	Quill Pen	Articles of Confederation	Washington's Chair at Independence Hall "Rising Sun"	U.S. Flag 1987
Independence Hall Phila.	James Wilson	**FREE** The Constitution 1787–1987	Jury	Melancton Smith
E PLURIBUS UNUM Eagle	Federalist Papers	Alexander Hamilton	Gouverneur Morris	Scales of Justice
We the People	Militiaman	Supreme Court	George Washington	Stage Coach

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Benjamin Franklin	Ballot Box	Supreme Court	Scales of Justice	Bill of Rights 1 4 7 2 5 8 3 6 9 10
Elbridge Gerry	Gavel	John Jay	James Wilson	White House
Sailboat (square rigger)	Town Crier	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
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U.S. Flag 1787	Wig	James Madison	Tricornered Hat and Buckle Shoes	Federalist Papers

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Washington's Chair at Independence Hall "Rising Sun"	Quill Pen	Federalist Papers	Patrick Henry	George Washington
Melancton Smith	Bill of Rights 1 4 7 2 5 8 3 6 9 10	E PLURIBUS UNUM Eagle	Jury	James Wilson
Ballot Box	We the People	**FREE** The Constitution 1787–1987	John Jay	Supreme Court
Stage Coach	Liberty Bell	Militiaman	Sailboat (square rigger)	Elbridge Gerry
U.S. Flag 1787	Abigail Adams	Scales of Justice	Gouverneur Morris	Alexander Hamilton

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Benjamin Franklin	John Jay	Jury	Gavel
U. S. Congress	White House	Map of 13 States	Gouverneur Morris

Ballot Box

George Washington

Town Crier

Wig

James Madison

Fife & Drum Trio

Tricornered Hat and Buckle Shoes

G. Washington's Chair at Independence Hall "Rising Sun"

Sailboat
(square rigger)

Militiaman

Scales of
Justice

Quill Pen

We the
People

Bill of Rights
1 4 7
2 5 8
3 6 9 10

U.S. Flag
1787

Stage Coach

Elbridge Gerry

George Mason

Patrick Henry

George Clinton

Melancton Smith

50

Federalist Papers

Articles of Confederation

E PLURIBUS UNUM Eagle

51

Abigail Adams

Liberty Bell

Supreme Court

James Wilson

Federalists

Alexander Hamilton

Independence Hall Phila.

U.S. Flag 1987

AMENDMENTS TO THESE LESSONS

These ideas may be used to adapt or extend the learning of the lessons in *About Our Constitution*. These "amendments" can be used individually, in groups, or as homework assignments.

- Use a spelling bee format to identify the topics of the amendments in the Bill of Rights.
- Have the students use graph paper and develop individual crossword puzzles. Exchange and complete.
- During current events discussion, select articles that have Constitutional connections. Identify the part(s) of the Constitution related to these issues or news events.
- Visit a courtroom or government building and have students prepare reports on what they observed.
- Invite a lawyer, judge, legislator or newspaper editor to come to the class. Prepare interview questions including how the Constitution is related to that person's work. Have the class write thank you notes.
- Conduct a creative writing assignment on a topic such as "What the Constitution Means to Me" or "How Life Might Be Different Without Our Constitution."
- Prepare a simple food from 200 years ago for classroom enjoyment. See the K-3 section for one suggestion.
- Fill in an overlay map of the original thirteen states. Make an overlay map of the United States today and compare the two. Identify when your state gained statehood.
- Use a children's story that illustrates a Constitutional concept such as freedom of speech or religion, civil rights, fairness of laws, trial by jury. Read the story to the class and discuss.
- String Printing. An elementary printing press can be made with a sheet of cardboard, string, glue, paint and an old paper towel roll. Glue the string in a design (an old coin or a symbol of our country) onto the cardboard. Roll paint over the design with the toweling roll and press a clean piece of paper over it to make prints. Reapply paint as needed.
- Finger puppets. Using popsicle sticks and pictures or drawings of key people such as George Washington, Benjamin Franklin, Thomas Jefferson and Abigail Adams, have students make finger puppets and write skits using the characters.
- Have the class prepare an "Almanac" covering the activities of the class. Include 1787-type adages.
- Have students find out what discoveries, tools and inventions existed in 1787. Compile a list and then let students create "new" inventions based only on the technology available in 1787.
- Adapt any suitable activity from the K-3 section.

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ACTIVITY WORKSHEET 1

Name _____

RULES WE NEED WORKSHEET

1. _____

_____

2. _____

_____

3 _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

RULES	Votes For	Against
1.		
2.		
3.		
4.		
5.		
6.		
7.		

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ACTIVITY WORKSHEET 2

Name _____

A Guide to the Constitution

Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common Defense, promote the General Welfare, and secure the Blessings of Liberty to Ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

The Legislative Branch: Congress is organized and the powers and restraints concerning both houses are specified.

Article II

The Executive Branch: The office of President is set up and its powers, restraints, duties, and manner of election are stated.

Article III

The Judicial Branch: The judicial power of the United States and the restraints on such power are defined. Treason is also defined.

Article IV

The States: The power of the states is determined as well as the relation of the states and territories to the federal government.

Article V

The method of amending the Constitution is prescribed and the guarantee of equal representation of states in the United States Senate is given.

Article VI

The supremacy of the Constitution over state law, federal laws, and treaties is stated. A requirement is made that all national and state officials must pledge to uphold the Constitution, although no religious test can be required.

Article VII

The method for ratification of the Constitution by the states is given.

Amendments *(with year of ratification)*

I Religious and political expression (1791)
II Right to keep and bear arms (1791)
III Unlawful quartering of soldiers in peace and war forbidden (1791)
IV Unreasonable searches and seizures forbidden (1791)
V Rights of persons accused of crimes (1791)
VI Protection in criminal trials (1791)
VII Jury trial in civil cases (1791)
VIII Excessive bail or cruel and unusual punishment forbidden (1791)
IX People's rights retained (1791)
X Powers reserved to the states and to the people (1791)
XI Suits against a state (1798)
XII Procedure for election of President and Vice President (1804)
XIII Slavery abolished (1865)
XIV Rights of citizens, apportionment of representatives in Congress; guarantee of due process of law and equal protection of the laws (1868)
XV The right to vote for former slaves (1870)
XVI Income taxes (1913)
XVII Direct election of senators (1913)
XVIII Prohibition of intoxicating liquors (1919)
XIX Women's right to vote (1920)
XX Presidential and congressional terms of office (1933)
XXI Repeal of the Eighteenth ("Prohibition") Amendment (1933)
XXII Two-term limit for Presidents (1951)
XXIII Provision of electors for the District of Columbia (1961)
XXIV Abolition of the poll tax as voting requirement (1964)
XXV Presidential disability and succession to office (1967)
XXVI Voting age lowered to eighteen (1971)

Adapted from *American Government in the Twentieth Century*. Morristown, New Jersey: Silver Burdett, General Learning Corporation, 1973.

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ACTIVITY WORKSHEET 3

Name _____

Find It In The Constitution Worksheet

1. _____ How many Preambles?

   _____ How many Articles?

   _____ How many amendments were ratified in 1791 to make up the Bill of Rights?

   _____ How many amendments altogether?

2. What are the two other names for the lawmaking branch discussed in Article One of the Constitution? _____

   _____

3. According to Article II, who has the job of enforcing the laws? _____

   _____

4. According to Article III, who has the job of explaining the laws? _____

   _____

5. How many branches of government does the Constitution establish? _____

6. Which Article talks about the relation of the states and territories to the federal government?

   _____

7. According to Article V, changing the Constitution is called what? _____

8. Which Article says that national and state officials must pledge to uphold the Constitution?

   _____

9. Which amendment says you can vote when you are eighteen? _____

10. According to Article II, can these people become President of the United States? Write yes or no in the blank.

_____ a woman

_____ a Black person

_____ a handicapped person

_____ a 25 year old

_____ a person who hasn't been to college

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ACTIVITY WORKSHEET 4

Name _____

In-School Search for the Constitution Worksheet

Put a check ☑ in the box to show which level of government has laws about this item. (May be more than one.)

	National	State	Local
1. Water fountain			
2. School kitchen			
3. School buses			
4. Classroom with students			
5. Gym			
6. Stage			
7. Fire-drill location			

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ACTIVITY WORKSHEET 5

DEBATE QUOTES

I DO NOT LIKE THE NEW CONSTITUTION BECAUSE THE FEDERAL GOVERNMENT WILL HAVE TOO MUCH POWER.

I LIKE THE NEW CONSTITUTION BECAUSE THE OLD FEDERAL GOVERNMENT DOESN'T HAVE ENOUGH POWER. EVERY STATE DOES THINGS DIFFERENTLY.

I DO NOT LIKE THE NEW CONSTITUTION BECAUSE IT DOESN'T HAVE A BILL OF RIGHTS. PEOPLE CAME TO THIS COUNTRY FOR THEIR INDIVIDUAL RIGHTS.

I DO NOT LIKE THE NEW CONSTITUTION BECAUSE CONGRESS WAS SUPPOSED TO FIX THE ARTICLES OF CONFEDERATION, NOT WRITE A WHOLE NEW CONSTITUTION.

I AM AGAINST THE CONSTITUTION BECAUSE IT ALLOWS SLAVERY. ALL PEOPLE SHOULD BE FREE AND HAVE RIGHTS.

I AM FOR THE NEW CONSTITUTION BECAUSE A STRONG GOVERNMENT WILL REGULATE TRADE. RIGHT NOW I HAVE TO PAY A TARIFF OR TAX TO SELL MY VEGETABLES IN THE NEXT STATE.

I AM FOR THE CONSTITUTION BECAUSE A FEDERAL GOVERNMENT WILL PRINT MONEY THAT CAN BE USED THROUGHOUT THE COUNTRY.

I AM FOR THE NEW CONSTITUTION BECAUSE A STRONG GOVERNMENT WILL TAKE STRONGER ACTION AGAINST THE BRITISH AND FORCE THEM OUT OF THE WESTERN TERRITORY.

I AM FOR THE NEW GOVERNMENT BECAUSE IT WILL BE ABLE TO DEAL WITH COUNTRIES AND BE FRIENDLY TO BRITAIN.

I AM AGAINST THE NEW CONSTITUTION BECAUSE A PRESIDENT COULD BECOME TOO MUCH LIKE A KING.

I AM FOR THE NEW STRONG FEDERAL GOVERNMENT BECAUSE IT WILL STOP THE STATES FROM FIGHTING OVER RIVERS AND WATERWAYS.

I AM AGAINST THE NEW GOVERNMENT BECAUSE IT WILL CHANGE THE WAY LAND IS HANDLED IN THE WESTERN TERRITORY AND I MAY LOSE MY INVESTMENT THERE.

I AM FOR THE NEW CONSTITUTION BECAUSE IT WILL USE TAX MONEY FOR THE WHOLE COUNTRY.

I AM FOR THE NEW GOVERNMENT BECAUSE UNDER OUR OLD GOVERNMENT THE BIG STATES HAD MORE POWER THAN THE LITTLE STATES.

I AM AGAINST THE NEW CONSTITUTION. WHY SHOULD A LITTLE STATE HAVE TWO SENATORS LIKE A BIG STATE?

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ACTIVITY WORKSHEET 6

DEBATE WORKSHEET

Name _____

Directions: Fill in the blanks or circle your answers.

1. My quote was _____

_____

_____

2. I was in the group that debated (for, against) the ratification of the new Constitution.
3. After hearing the debate I voted (for, against) ratification because _____

_____

4. The class vote was _____ for ratification _____ against ratification.

Show the class vote on a bar graph

Class Votes On the Issue of Ratification

_____

FOR

_____

AGAINST

_____

5. ESSAY: Use the back of your paper to complete your essay answer. Write an essay that tells why it is always important to hear more than one side of an issue? In your opinion, were the Federalists or the Anti-Federalists more important? Were they both equally important? Explain your opinion. (Hint: Would we have the Constitution we have today without the Anti-Federalists?)

(Over)

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Background on the Creation of the Constitution About the People and the Times

Before the Constitutional Convention Met

Our Constitution calls for a Congress representing the people of a free nation. Yet even before we were a nation, the First Continental Congress gathered in Philadelphia, in 1774, to ask for certain rights from Britain. This colonial Congress wrote a bill of rights protesting the "Intolerable Acts" passed by Parliament. The delegates demanded "life, liberty, and property" and stated the right to govern themselves free of the English Parliament, subject only to the king's veto except in foreign trade matters.

The Second Continental Congress met in May 1775, after the fighting had begun at Lexington and Concord. From then on the ties to Britain were quickly broken. The idea of independence took hold. By the time the colonies signed the Declaration of Independence in July 1776, many were already drafting their own state constitutions. Rhode Island and Connecticut continued to live by their colonial charters. These colonial charters and state constitutions became models for the new U.S. Constitution.

Each of these state constitutions contained a bill of rights and most called for a two-house legislature. Each set up a system of state courts.

The Articles of Confederation

The new nation needed some governing body to coordinate the war and to promote cooperation among the thirteen new governments. By July 1777, the Continental Congress had drafted a written working agreement. When the Articles of Confederation were finally ratified in May 1781, they allowed for a loose alliance of states. There was a one-house Congress presided over by a president. Each state had one vote. There was no judiciary and no executive branch. This Congress was empowered to:

> make war and peace, send and receive ambassadors; enter into treaties and alliances; coin money (as were the states); regulate Indian affairs; and establish a post office.

For the next few years the states struggled to live by the Articles of Confederation, but distances between states were great, communication was very limited in those days, and border conflicts grew in many places. Cooperation was strained as each of the thirteen turned attention to its own needs and problems.

The Articles of Confederation were very weak, since they declared only certain powers, and Congress could not easily pass more. Amendments had to be passed by nine votes in Congress, then ratified by all thirteen states. Change was nearly impossible. The Congress had no power to tax the people or the states or to regulate trade. There were no national courts. Congress was left to talk. It could take little action of any kind.

Moving Toward a Constitutional Convention

From the start, a few voices began to speak up for a better agreement. Many criticized the Congress for its lack of action. Others feared rebellion as groups protested the inability of the new government to meet its obligations. At Newburgh, New York, army officers gathered to complain of delayed pay, pensions, and allowances for food and clothing. Enlisted men demanding back pay stormed the State House in Philadelphia where Congress was meeting and forced them to flee to Princeton, New Jersey. Debt-ridden farmers in Massachusetts, led by Daniel Shays, marched on Boston to try to force the state to change its hard money policy. They were finally put down by the Massachusetts militia. State leaders began to realize that a more effective national government was urgently needed.

Alexander Hamilton had been speaking and writing on that subject for some time. James Madison had been working to gather a few states to talk about reforms. Gradually, with a meeting in Mount Vernon in 1785 on trade and a gathering at Annapolis in 1786, momentum for revising the Articles built up. Madison, Hamilton, and others worked closely together at Annapolis. The small group there produced an agreement to petition the Continental Congress to convene a meeting. Congress agreed and a date was set for such a gathering on the second Monday in May, 1787, to revise the Articles of Confederation.

The Constitutional Convention

Twelve states sent fifty-five delegates to Philadelphia in May. Rhode Island never sent a representative and was the last to ratify the Constitution after it was drafted. The delegates met in closed secret session. Diaries kept that summer and Madison's private notes, published after his death in 1840, give us details of the debates and compromises that fashioned our Constitution.

With George Washington presiding, the delegates reached a "Great Compromise" on representation that was the basis for a union of the states. The House was to have one representative for each 30,000 people in the state, counting three-fifths of the slaves. In the Senate, each state was to have an equal vote.

During August, committees worked on the details and style of the document and the Convention met to settle some issues. By September 17th the Constitution was ready for signatures. Only thirty-nine delegates signed. The summer of 1787 ended with great parades and celebrations for the new and stronger government. Other Americans were not pleased and resolved to oppose the Constitution. Months of debate followed between Federalists and Anti-Federalists, ending with the ratification of the Constitution in 1788.

On March 4, 1789, the old Congress put the new Constitution in effect and on April 30, 1789, George Washington was inaugurated in New York as the first president of the United States.

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